

KCCT Elementary 4<sup>th</sup> Grade Reading  
Percent of Students Scoring Proficient or Above

| 2000  | 2001  | 2002  | 2003  | 2004  | 2005  | 2006  |
|-------|-------|-------|-------|-------|-------|-------|
| 57.13 | 58.40 | 60.24 | 62.28 | 66.67 | 67.50 | 69.67 |

KCCT Middle School 7<sup>th</sup> Reading  
Percent of Students Scoring Proficient or Above

| 2000  | 2001  | 2002  | 2003  | 2004  | 2005  | 2006  |
|-------|-------|-------|-------|-------|-------|-------|
| 50.88 | 52.89 | 56.73 | 57.29 | 59.71 | 61.81 | 63.00 |

KCCT High School 10<sup>th</sup> Reading  
Percent of Students Scoring Proficient or Above

| 2000  | 2001  | 2002  | 2003  | 2004  | 2005  | 2006  |
|-------|-------|-------|-------|-------|-------|-------|
| 27.50 | 29.40 | 28.77 | 30.92 | 33.95 | 38.54 | 40.43 |

### Analysis of the Data

The KCCT Reading report indicates that a student who performs at the proficient level can

| 4 <sup>th</sup> Grade  | 7 <sup>th</sup> Grade  | 10 <sup>th</sup> Grade   |
|--|--|--|
| Recall inferential and literal detail from a variety of reading passages   | Explain the literal and some inferential meaning of a passage  | Interpret concrete and abstract terms in context and the meaning of a passage  |
| Identify the problem, select information, and describe the solution  | Effectively locate and apply information for a specific purpose (e.g. following directions, completing a task)   | Apply information appropriately to solve problems, analyze situations, draw conclusions, identify arguments, and form opinions |
| 4 <sup>th</sup> Grade  | 7 <sup>th</sup> Grade  | 10 <sup>th</sup> Grade   |
| Demonstrate a developed understanding of literary elements (e.g. setting, characters, plot, and problem/solution) when reading literary text | Identify author's purpose, describe literary elements and devices, identify characteristics of literary genres, analyze relationships, and explain conflict resolution | Analyze the effect of literary techniques  |
| Demonstrate clear and accurate communication skills supported with sufficient details and examples from the text                             | Effectively summarize information, identify bias and misinformation, distinguish between fact and opinion, and identify arguments and supporting                       | Accept or reject an argument giving appropriate supporting details   |

|  |   |  |
|--|---|--|
|  | evidence  |  |
| Make clear connections and extensions between their ideas and the text | Effectively connect information from text to student's life and real world issues | Analyze content as it applies to students' lives and real-world issues |